Data Driven Planning, Differentiation, and Reporting

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Written Student Description

The student I am completing my assignment on is Mickey. Mickey’s birthday is January 10th, 2002. All the current information I have on Mickey was recently compiled in an annual IEP meeting so all of the information contained within this report was collected at the age of ten years old. Mickey is a fourth grade boy currently attending Navarrete Elementary School. Mickey currently underwent a thorough health evaluation to screen for various conditions including the following: vision, hearing, and special health conditions. Mickey passed all the health evaluations and was not diagnosed with any medical disorders, disabilities, and/or abnormalities. As per the results of the recent annual IEP meeting Mickey is not currently and in the future will not be requiring any medications.

Mickey is an extremely sweet, endearing, easy going 10 year old 4th grader. Mickey does well in his general education class when he is confident in himself and receives ample amounts of praise and visual cues. Despite Mickey’s level of effort and willingness to try classwork he requires an IEP with measurable annual goals in the areas of oral expression, written expression, and language arts. As of recently Mickey’s teachers have used the V & V program, visuals, praise, and reading problems aloud to support and reinforce Mickey in his educational endeavors. Mickey exhibits difficulty in having multistep directions and problems read to him because he is a visual learner. Both the general education teacher and the resource room teacher supply Mickey with visuals to support his learning and comprehension. Mickey’s teachers use specific and general praise to motivate and reinforce the level of work he gets done in and out of the classroom. Furthermore, Mickey’s resource classroom teacher awards the students with stamps when they have behaved properly in the classroom. The students collect multiple stamps on their chart in order to gain the opportunity to pull a prize from the treasure chest. Mickey enjoys reading while in the resource classroom and has been working hard on visualizing what he is reading to improve his comprehension by doing daily activities with the program V & V.

PLAAPF, Goals, Benchmarks, Progress Monitoring Plans

PLAAPF

In the academic area of reading Mickey has done well with vocabulary; he is able to take the knowledge obtained from learning new words apply it by using it in a sentence. When given comprehension question, Mickey is able to relate back to what he read and process the information in order to come up with the correct answers. Mickey recently read a Rigby level 27 with 97% accuracy and answered the comprehension questions with 100% accuracy. Similarly, Mickey recently listened to a story read aloud to him and was able to make predict the future events in the story and answer questions about it with 100% accuracy. One area which there is room for improvement is making real life connections and or relations to personal life experiences to text without being suggested to by a teacher. As previously stated above, although Mickey enjoys reading he does show a need for improvement in the area of fluency. Increasing the volume of reading materials will not only increase his vocabulary but will also contribute to his fluency rate and ultimately his comprehension skills. Mickey is currently receiving reading accommodations in the form of having test items read aloud as needed.

Mickey recently was assigned a research project on animals in his general education classroom. Mickey did an amazing job at using various technological resources to pull information and material to use on his report. Mickey exhibits difficulty in forming sentences with in depth characteristics. It is difficult for Mickey to form coherent paragraphs containing sound sentences in the form of a topic or thesis sentence, sentences to support or show evidence for his thesis, and a conclusion sentence that restates the topic sentence. With prompting or assistance Mickey is able to review his written work and catch spelling, punctuation, and grammar errors. Mickey has room for improvement in the areas of sentence and essay composition which can strengthened with daily editing activities. Mickey is currently receiving writing accommodations by not being required to write in cursive form.

Mickey excels in daily mathematical calculations such as elemental multiplication and division. Although Mickey shows incredible strengths in specific math basics he lacks the confidence needed to do the math problems. As a result of Mickey’s lack of confidence and constant need for support and praise to get his work done he has developed an issue of getting his classwork and homework turned in. Mickey is also currently experiencing difficulties in double and triple digit division problems. As of right now Mickey is receiving accommodation in math by having word problems read aloud to him when needed. Mickey is currently performing with an average of 70% percent in all of his core classes including reading, writing, math, and science. Although math is the area where Mickey shows the most strength it is the subject in which he has the lowest grade percentage at 59%. The mathematics grade could improve if Mickey’s confidence levels were to rise which would in turn assist him to complete and turn in his assignments.

Goals

As of right now Mickey is receiving special education services in the form of modifications and accommodations as per his IEP. Mickey has two annual goals that his IEP focuses on, they are as follows: 1.) In the area of Language Arts: Given a writing prompt Mickey will edit his work for conventions including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. Target level of mastery 4/6 as measured by the Six Trait Writing Rubric – conventions. Writing samples will be collected twice per quarter. 2.) In the area of Communication: given a leveled text, Mickey will be able to respond to questions with 80% accuracy as measured by running records level 30. Data will be collected once at the end of the quarter (Mickey’s IEP, 2012). A goal that is not currently outlined on Mickey’s IEP but is being stressed by his general education teacher is to increase his confidence levels in math so that his classwork and homework assignments could be completed and turned in to bring up his grade. A modification outlined in his IEP is to reduce the amount of math homework assigned as a result of becoming overwhelmed by the amount of work that is expected to be done on a nightly basis.

Benchmarks

Mickey’s school, Navarrete Elementary, currently does not perform any benchmark assessments. Nonetheless, Mickey was recently given a CORE Phonics Survey to assess how well he is doing in reading and its subcategories of decoding, segmenting, and blending. In all, the student performed well on the phonics survey. In the first portion of the assessment, which determined the student’s level of ability in identifying and decoding individual letters, the student scored 84 points which gave him a 99%. There were a total of four sections which added up to a total of 85 points; 26 points for identifying upper case letters, 26 points for identifying lower case letters, 23 points for decoding consonant sounds, and 10 points for decoding vowel sounds. For the second portion of the assessment, which determined the student’s level of ability for decoding one syllable words, the student scored 62 points out of 70, giving the student an 88%. On the third portion of the assessment, which assessed the student’s level of ability to decode multisyllabic words, the student scored 16 out of 24 points, ultimately giving him a score of 66%. The final section of the assessment, which measured the student’s ability to segment and blend phonemes, the student received a 18 out of 20 points, giving the student a 90%. Ultimately, the student did well on the phonics assessment but requires some further assistance.

Progress Monitoring

To monitor the amount of improvement and progress the student has made there will be various assessments administered at the end of every quarter. To assess Mickey’s growth in the areas of oral and written expression a Rigby assessment will be administered by the resource classroom teacher. Mickey will have to read or have the story read aloud to him and then answer comprehension questions based on the story. The ultimate goal, as previously stated, will be to have Mickey scoring 80% accuracy on the comprehension questions from a level 30 running record. He currently scored 100% on a level 27 running record assessment. To monitor the progress Mickey makes on his Language Arts goal Mickey will be given a prompt and will have to write a short passage based on that prompt. The resource classroom teacher will then grade and score the passage on the Six Trait Writing Rubric based on Mickey’s ability to form coherent, sound sentences with little to no spelling, grammar, conventions, and punctuation errors and string them together into a paragraph that flows and makes sense. Mickey will be expected to score a 4/6 on the rubric. When this assessment was recently administered he scored a 3/6 on the rubric; this goal will be continually worked on this coming school year.

Description of the Project or Unit

Mickey is a hard working student who struggles in the areas of communication and Language Arts. Both his general education teacher and resource classroom teacher will continue working with him and applying his approved accommodations and modifications to his assignments to support him in his and his family’s endeavors for a successful academic career. Mickey will receive small group, tier 3 interventions in the resource room. He will continue to practice his oral expression skills by participating in Visualizing & Vocalizing activities and running records. In the general education classroom, Mickey’s teacher will continue to support and assist him by providing tier 1 interventions so as to improve his written expression skills. By March of 2013 Mickey’s teachers and case manager hope to see all the above mentioned interventions, accommodations, and modifications affecting Mickey’s performance levels to the point where he is meeting and exceeding his annual goals. Continued progress monitoring assessments and curriculum based assessments will assist Mickey’s team in identifying his present level of performance and where instruction and practice should be focused. In conclusion, with constant monitoring, shifting of instruction focus, and applied interventions and supports Mickey will be able to reach his goals within the coming school year.

Literature Review

Mickey was currently administered a norm-referenced assessment to determine his performance levels in the academic areas of reading, writing, and math. Overall, Mickey performed fairly well on the assessment but there were a few areas of concern. One of the subtests administered, sentence composition, measured the student’s ability to build and construct sentences based on given short sentences and sight words. Mickey’s performance on this subtest fell into the borderline range and he received a percentile rank of 6. Consequently, Mickey currently has an IEP goal stating given a writing prompt Mickey will edit his work for conventions including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks. The target level of mastery for this goal is to receive a 4/6 as measured by the Six Trait Writing Rubric – conventions. Writing samples will be collected twice per quarter. As a result of sentence composition and ultimately writing being such a major and pertinent part of all content areas in school I have decided to focus my attention on finding research based practices that could assist Mickey in improving his abilities and skills in the area of sentence composition and writing in general.

To best assist Mickey on his journey to become a strong, confident writer it is important to ponder what else besides his learning disability. In studies conducted with students who have learning disabilities, it has been found that they “…tend to employ an approach to writing that minimizes the role of planning, especially planning in advance. These students typically convert writing tasks into telling what they know about the topic. They plan as they write, summoning from memory any information that is somewhat relevant, writing it down, and using each preceding idea to stimulate the generation of the next one.” (Troia & Graham, 2002) In order to boost the skills of students in the area of planning Troia and Graham (2002) suggest teachers “…directly teach planning strategies that are employed by more skilled or sophisticated writers. One way to do this is to directly teach these students planning strategies that can be used during or in advance of writing, such as brainstorming, or semantic webbing.” For nearly twenty years Troia, Graham and those who work with them have been conducting various studies on teachers using this direct instruction theory and have seen “…improvements in four aspects of students’ performance: quality of writing, knowledge of writing, approach to writing, and self-efficacy.”

In correlation with the direct or explicit instructional input of planning before and during writing by teachers to their students with learning disabilities, educators and their pupils who struggle with the concept and application of writing could benefit from the use of strategy instruction in connection with a word processing system. “In strategy instruction, teacher provide explicit direction [not only in planning but also] writing, and revising.” (Corely, Remz, and Zorfass,1994). The use of word processors in the classroom with students with learning disabilities relieves and impedes numerous boundaries for both teacher and student. According to Corely, Remz, and Zorfass (1994) when students with learning disabilities use word processors they are able to “…ease the physical burden or writing [which ultimately assists in] helping students express themselves, monitor their writing, and partake in the process essential to good writing.” With the use of word processing programs teachers have access to their student’s writing in the planning, writing, and editing steps in a fashion that makes the text “legible and publicly visible.” With the opportunities now provided teachers and their students are encouraged to take place in meaningful discussions about the writing seen, the process taken to get there, and ways to improve and edit it.

Despite the fact that there are numerous activities and recommendations available that could be applied in Mickey’s classroom setting to improve his areas of weaknesses, there are activities that could be done at home to improve his writing skills and abilities. When parents and families perform writing games and activities at home with their students they are often “…fun, interesting, and encourages learning…” to promote the idea that writing can be fun. According to the text some activities parents can encourage with their kids include writing letters to keep in touch with family members and friends that are far away, leaving notes for family members around the house, and making lists such as “…grocery lists, errands, wish lists, chores, and things to do the coming weekend.” (Vaughn, Bos, 2012). Having a model of what good writing looks like will give the student an idea of how to write both in and out of the classroom. Parents can fill this role of being a model writer by “…leaving notes for their children on their pillows, by their plates, and in other places where the children are likely to find them.” (Vaughn, Bos, 2012). Based on the results of a recent report issued by the Carnegie Corporation of New York, when parents “…provide students with good models of writing to study and to compare with their own writing” they are performing a research-based practice that will effectively impact their students’ writing. With consistent practice and integration of these activities and strategies at home the volume of writing Mickey completes will increase and will ultimately increase his skills and abilities with writing. (Vaughn, Bos, 2012)

In conclusion, I suggest that Mickey receive explicit, clearly stated instruction on the process and skills used and required in planning before writing. In order to boost Mickey’s confidence in expressing himself and alleviating the burden of writing Mickey’s educator should instruct him on the process of planning and writing as a whole on a word processing system. Using this technology will assist in the discussion and collaboration between Mickey and his teacher on his planning, writing, and editing. In addition, Mickey should be practicing and integrating research-based interventions at home with his family and friends. Mickey could build his skills by doing things such as leaving notes, sending letters, and drafting lists. Mickey’s family members can assist in the process of improving his skills by modeling what good writing looks like by having him read writing produced by proficient writer.

Student assessment

Description of Norm Referenced Assessment

The norm referenced assessment I used on my student was the [Wechsler Individual Achievement Test](http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8984-609) also known as the WIAT III. This norm referenced assessment is an extensive instrument that determines an individual’s academic achievement in the scholastic areas of reading, writing, mathematics, and oral language. For the purposes of this assignment I merely focused on the areas of reading, writing, and math. Within each academic area that is assessed there are a variety of sub-skills that are measured. In the area of reading there are four sub-categories that are measured including word reading, pseudoword decoding, reading comprehension, and oral reading fluency. The word reading subtest measures the student’s speed and accuracy of reading single words. The pseudoword decoding subtest measures the student’s speed and accuracy of decoding skills by reading a given list made-up or nonsense words. The reading comprehension subtest measures the student’s comprehension skills in both the literal and inferential forms. Lastly, the oral reading fluency subtest measures the student’s speed and accuracy of reading anecdotal and informative pieces of writing.

In the area of writing there are three sub-categories that are measured including sentence composition, essay composition, and spelling. The sentence composition subtest measures the student’s ability to accurately formulate sentences including the use of the skills of morphology, grammar, syntax, semantics, and mechanics. The essay composition subtest score is determined by having the student write a short passage in response to a prompt. This writing subtest measures the student’s ability to produce a well written piece of writing including the use of expression, theme development, organization, grammar, and mechanics. Lastly, the spelling subtest measures the student’s ability to accurately spell, in written form, single sounds and words given orally.

In the area of mathematics there are three sub-categories that are measured including math problem solving, numerical operations, and math fluency in the areas of addition, subtraction, and multiplication. The math problem solving subtest measures the student’s ability to solve for problems which evoke reasoning skills that relate to basic concepts, everyday practices, geometry, algebra, and fractions. The numerical operations subtest measures the student’s ability to accurately solve for math problems by relying on written mathematics skills including but not limited to addition, subtraction, multiplication, division, fractions, algebra, geometry, and calculus. Lastly, the math fluency subtests measure the student’s speed and accuracy of solving for written calculation problems in the areas of addition, subtraction, and multiplication.

Student Results

The WIAT III scores each subtest in five different ways including standard score, 90% confidence interval, percentile rank, grade equivalence, and age equivalence. For the purposes of this assignment I merely focused on the student’s scores in the area of standard scores. The scoring scale for standard scores in all areas measured within the WIAT III is as follows: Superior: 130-120, High Average: 120-110, Average: 110-90, Low Average: 90-80, Borderline: 80-70, and Mild Impairment: 70-55. In the academic area of reading the student averaged a score of low average as evidenced by the four sub-category tests of word reading, pseudoword decoding, reading comprehension, and oral reading fluency. In the academic area of writing the student averaged a score of low average as evidenced by the three sub-category tests of sentence composition, essay composition, and spelling. Lastly, in the academic area of mathematics the student averaged a score of average as evidenced by the three sub-category tests of math problem solving, numerical operations, and math fluency.

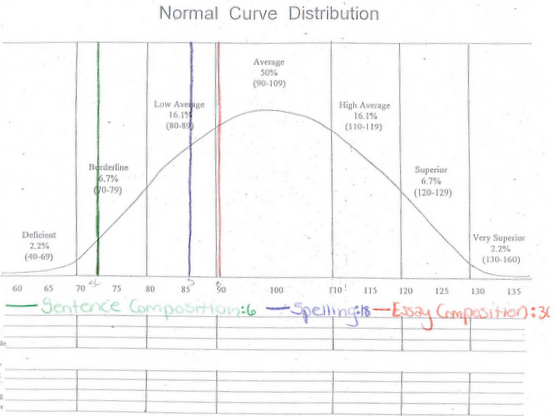
In the area of reading the student received four separate standard scores for each subtest that was administered. For the assessment of word reading the student received a standard score of 88 on the subtest which places his performance in the low average range. For the assessment of pseudoword decoding the student received a standard score of 87 on the subtest which places his performance in the low average range. For the assessment of reading comprehension the student received a standard score of 84 which places his performance in the low average range. Finally, for the assessment of oral reading fluency the student received a standard score of 88 which places his performance in the low average range.

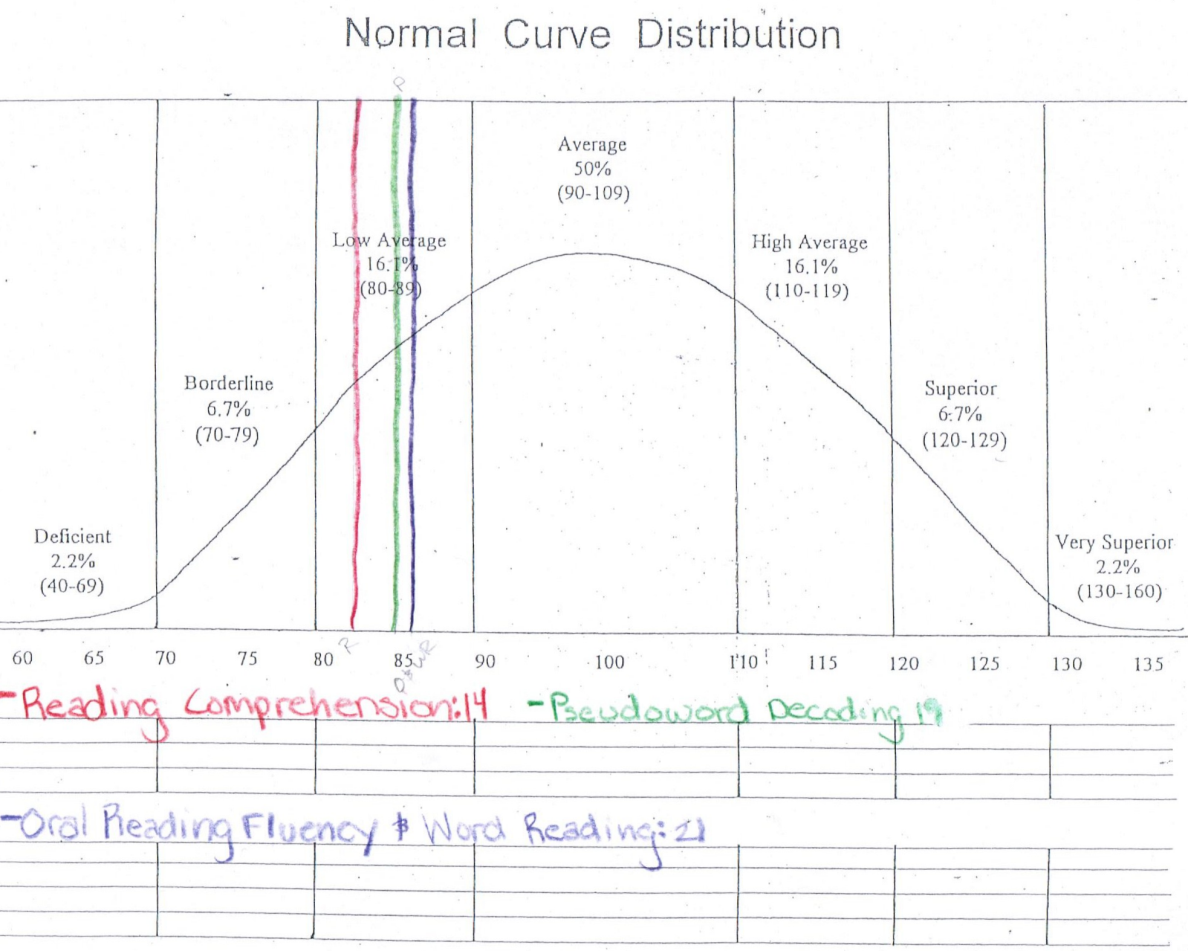
In the area of writing the student received three separate standard scores for each subtest that was administered. For the sentence composition assessment the student received a standard score of 77 which places his performance in the borderline range. For the essay composition assessment the student received a standard score of 92 which places his performance in the average range. Finally, for the spelling assessment the student received a standard score of 86 which places his performance in the low average range.

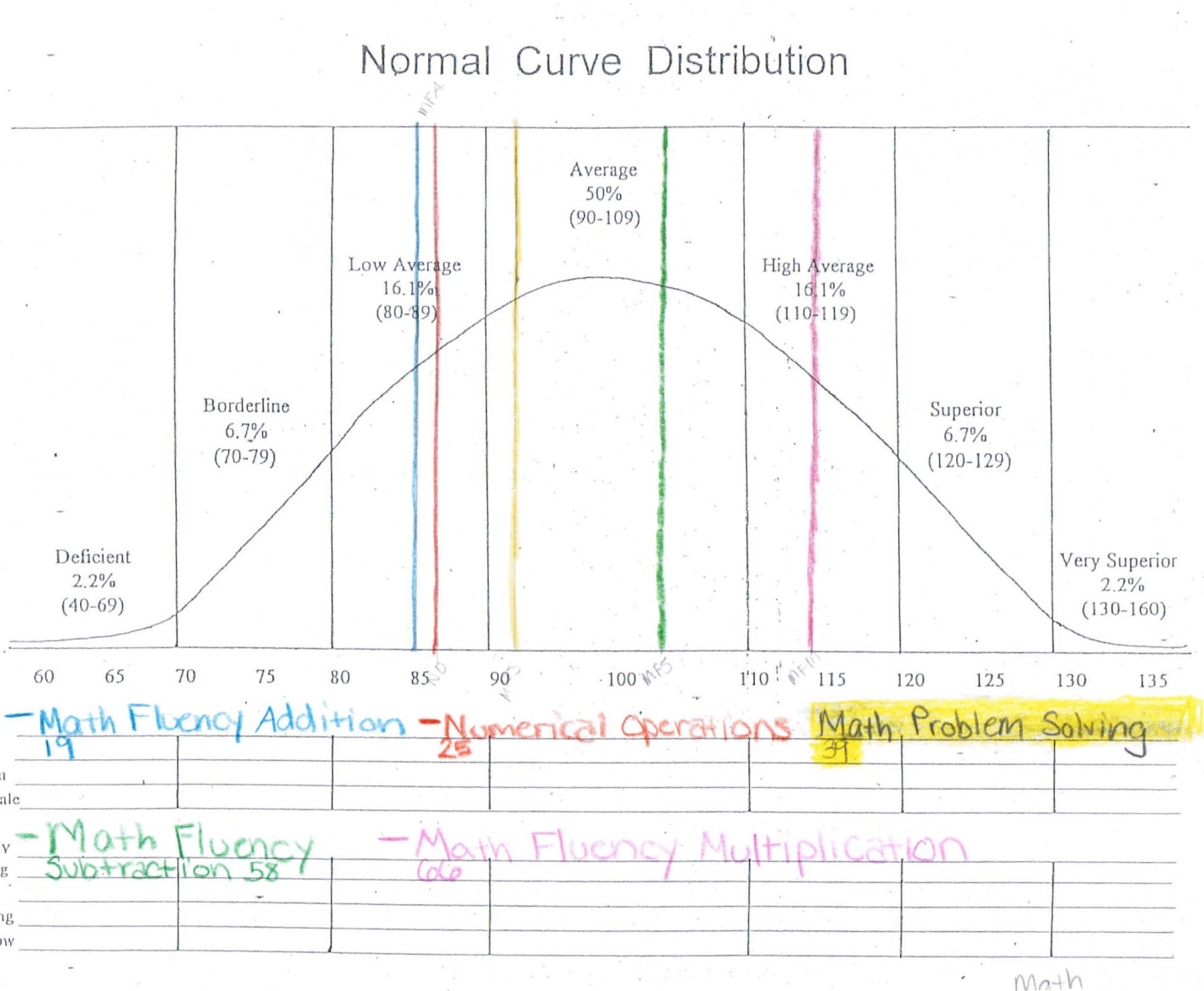
In the area of mathematics the student received five separate standard scores for each subtest that was administered. For the math problem solving subtest the student received a standard score of 96 which places his performance in the average range. For the numerical operations assessment the student received a standard score of 90 which places his performance in the average range. Finally, for the math fluency assessment the student received the following standard scores for each area: Addition: 87, Subtraction: 103, and Multiplication: 106. Based on the student’s received standard scores in math fluency his performance levels are respectively low average, average, and average.

I also took the student’s test results in the form of percentile ranks and placed them on a bell curve to show where his performance levels fall. Below are the three separate bell curve

graphs for the academic areas of reading, writing, and math. Each subtest score is represented in a different color and is stated below the graph with its calculated percentile rank.





 As evidenced by the scores obtained on the WIAT III based on the student’s performance the student exhibits academic strengths in the area of mathematics, more specifically in the sub-categories of math fluency and math problem solving. Looking back on the student’s scores in the math fluency subtest the student received a 103 and 106 for subtraction and multiplication which strongly confirms the conclusion that the student can solve for these types of math problems with great speed and accuracy. On the contrary, the student exhibits room for improvement in the area of sentence composition. When given two or more short sentences the student experienced great difficulty in combining them to construct a sound and fluent sentence.

As previously stated, the student received standard scores of 88 for word reading, 87 for pseudoword decoding, 84 for reading comprehension, and 88 for oral reading. Although the student received a performance placement of low average in each of the four sub-categories of reading and does show possible room for improvement this is not an area of great concern. In support of this while administering the reading portions of the assessment to the student he did not seem to struggle or become frustrated with the degree or rigor of the material. In further support of the idea the student’s scores in reading do not require concern is that the WIAT III states a score of 76 or below warrants further investigation and as evidenced by the scores and the demeanor of the student reading is not an area in which the student exhibits weaknesses.

As previously stated, the student received standard score of 77 for sentence composition, 92 for essay composition, and 86 for spelling. As easily seen by the scores obtained on the writing subtests administered to the student the area of sentence composition is one in which further attention and concern should be taken. An interesting observation about the scores obtained by the student however is the difference of his sentence and essay composition scores. It is interesting to see that the student did so much better in the essay composition portion of the assessment considering he had to construct and combine sentences together to form a strong piece of writing using the same skills need for the sentence composition portion. The scores beg to answer how it is possible he did not perform as strongly in the basic portion of writing, sentence composition, but performed so much stronger in the more complex portion of essay composition.

Summary and Recommendations

As a result of the student scoring in the low average range of each sub-category assessed in the reading portion of the assessment there are a couple recommendations I would make to close the performance gap in this academic area. First, to assist the student in increasing his speed and accuracy in decoding real and nonsense words and spelling I would suggest the student revisit the rules of our language. This could be done by joining a Wilson Reading Group which teaches and builds on a variety of rules for how our language is read and spelled. Secondly, to assist the student’s reading scores I would suggest the volume of reading the student does be increased. Increasing the amount of words and text read will ultimately help with decoding, fluency, vocabulary, and comprehension which will also be reflected in his content classes as well.

As a result of the student scoring in the borderline range of the sentence composition sub-category in the writing potion of the assessment I would suggest the student do some practice work with fragment sentences and sound sentences. Seeing the difference between what a fragment and what a good, flowing sentence sounds like will help the student when he goes to write his own sentences. Once again I would also recommend increased volumes of reading to really solidify for the student was good writing looks like and how he can apply that to his own writing.

As stated above the student exhibits amazing strengths in the areas of mathematics. The one area where the student exhibited room for improvement above all the rest was in the math fluency subtest for addition. I believe because the student has been focusing on multiplication so strongly on a daily basis in his classroom that that is the reason for his increased skill level so perhaps with some time and practice on addition his skills will be refined and sharpened. While at home the student may benefit from playing math games on the computer that focus on math fluency with addition or going through addition flash cards with his older brother for ten minutes every night. In all, the student appears to be performing at average to low average levels in the majority of academic areas. With increased practice, instruction, and volumes of materials the student could increase his performance levels and accuracy of skills in fluency, sentence composition, and addition math fluency

Implementation Assessment

Lesson Plan (Direct Instruction)

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Ms. Miller | | Subject/Grade: Language Arts, 5th Grade | |
| Standard:   * Strand 1: Writing Process, Concept 1: Prewriting, PO 1: Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notemovie, group discussion). | | | |
| Objective (Explicit):   * The student will be able to produce a completed brainstorming chart with connecting details to the main idea. | | | |
| Sub-objectives, SWBAT (Sequenced from basic to complex):   * **Knowledge**   + Brainstorming - The process of thinking of ideas and details   + Brainstorming chart/Mind map – a tool to help us visualize different ideas, details, and thoughts that are connected to a main idea   + Main idea – The topic or most important thing we write about; the trunk of a tree   + Thesis statement - A thesis statement is a sentence, usually found toward the end of your introduction paragraph that tells the reader exactly what your paper is going to be about.   + Elaborate - Elaborate means to add details to an account or idea   + Concluding sentence - A concluding sentence of a paragraph or essay should restate or summarize the main idea of this paragraph or essay * **Skills**   + Choose a brainstorming chart   + Decide on a main idea or topic to write about   + Create a thesis statement   + Pull ideas from thesis statement to idea boxes   + Elaborate off ideas to create supporting details   + Create a concluding sentence * **Relevance**   + Brainstorming before you begin writing is important because it helps us create or generate ideas of what we are going to write about.   + Brainstorming maps are important because they help us visually see what information we will be including instead of just thinking about it in our heads. | | | |
| Evidence of Mastery (Measurable, include variety of methods of checking for understanding):   1. The student will exhibit mastery of the lesson by completing a brainstorming map including a main idea (1 pt), thesis statement (4 pts.; 1 for complete sentence & 1 pt. for each topic mentioned), 3 paragraph ideas (3 pts.), 3 supporting details for each idea (4 pts.; 1 for complete sentence & 1 pt. for each topic mentioned) , and a concluding sentence (4 pts.; 1 for complete sentence & 1 pt. for each topic mentioned) all in complete sentence form. This will be worth a total of 16 points. | | | |
| Key vocabulary: Brainstorming, thesis statement, elaborate, supporting ideas, main idea, topic, concluding sentence | | Materials: brainstorming map, doc cam, paper, pencil, fill-in-the-blank note sheet | |
| Opening/Anticipatory Set: (state objectives, connect to previous learning, and make relevant to real life)   1. The teacher will tell the students that before we write anything we must first decide what we are going to write about and then organize all that information. Instead of trying to remember everything we want to say in our writing we can write it out in a visual form in something called a brainstorming map or mind map. The teacher will tell the students “it is kind of like a list of things we need to remember. Have any of you seen your mom or dad make a list before they going grocery shopping so they remember to buy everything? Or have you ever made a list of presents you would like for Christmas or your birthday? Turn to your shoulder partner and tell each other about a time when you made a list or saw someone else use one. You have thirty seconds, go.” | | | |
| Instructional Input | Teacher Will:  The TW tell the student that brainstorming is the process of thinking of ideas and details and that brainstorming maps are tools to help us visualize different ideas, details, and thoughts that are connected to a main idea. A main idea is the topic or most important thing we write about. The teacher will tell the student it is important to use brainstorming maps because they help us visually see what information we will be including instead of just thinking about it in our heads.” The teacher will draw popsicle sticks with names on them and will ask those students to repeat what brainstorming is, what a main idea is, and why it is important.  The teacher will hand out fill in the blank note sheets for kids to help them follow along with the teacher as she models how to fill out a mind map. The teacher will fill out a mind map with the doc cam so all the students can see the process. The teacher will explain in order to create a brainstorming map we must first decide on a main idea or topic to write about. “For right now I am going to focus on my favorite vacation so my main idea is Disneyland.”  . I need to create a topic sentence or a thesis statement. A thesis statement is a sentence, usually found toward the end of your introduction paragraph that tells the reader exactly what your paper is going to be about. Everybody what’s a thesis statement? For this part of my mind map I should talk about things that I did or things that I remember from vacation to Disneyland. I should also include information like who was with me, when I went, why I went, and how I got there. In this case I will add being silly with my sister in line for Toy Story, when it’s my favorite time to go, who I like going with, what my favorite thing there is, and how I am going to get there My thesis statement is going to be “I love going to Disneyland because I get to act like a kid, go on fun rides, and eat really good food!”  Now I need to fill in the idea boxes. For my ideas I am going to take the three reasons from my thesis statement and plug them into idea boxes. Everyone on your white board tell me where I get my ideas from. So, if I am taking the points mentioned in my thesis statement the ideas or events I am going to talk about are acting like a kid, going on rides, and eating good food.  Now I need to fill in my supporting ideas boxes. This is where I elaborate on the events or ideas I discussed above. Elaborate means to add details to an account or idea. These **need** to be full sentences they cannot just be just one word or short phrases. Table group 1 discuss what I do in my supporting idea boxes, table group 2 discuss what it means to elaborate, and table 3 discuss if this part of my mind map should be in full sentences and why. The teacher will fill in the supporting ideas boxes as follows:   1. Acting like a kid    * Playing hand games in line for Toy Story with my little sister Taylor.    * Dancing and singing during the parades on Main Street USA.    * Making funny faces at the camera on rides. 2. Going on rides    * I love not having to wait long in lines because of fast pass.    * Getting scared on rides that go fast, upside down, and that drop!    * I love seeing all the art work on the dark rides like Peter Pan, Snow White and The Little Mermaid. 3. Eating good food    * I always get a big dill pickle at the cart by the rivers of American while I'm in line for splash mountain.    * Taylor and I relish in getting Dole pineapple whip at the tiki room on a hot day.    * Every morning I get an iced vanilla latte at the center of the hub to help get me ready to walk around the park all day.   Listen to the responses the students give and make corrections if an answer is incorrect.  The last thing I need to do on my mind map is create a closing statement or conclusion. A concluding sentence of a paragraph or essay should restate or summarize the main idea of this paragraph or essay. Ideally, it should be a strong ending statement, and should not introduce any new information or ideas. (using a random generator, get three names) What is concluding sentence? What should it have or not have? So my concluding sentence is going to be “I love going to Disneyland every summer with my little sister because I have so much fun acting like a kid, going on rides, and eating great food.” | | Student Will:  The student will pay attention to the teacher while she explains brainstorming and mind maps. If called upon the students will tell the teacher the definition of brainstorming, main idea, and their importance.  The students will follow along by filling in their fill in the blank note sheets. When the teacher asks for clarification on what a certain term means they will either write down their answer on a white board or will answer when called on by a random generator. This will ensure they are following along and pay attention to the instructional input.  S.E.P “A thesis statement is a sentence that tells the reader what your paper is going to be about.”  S.E.P “From your thesis statement.”  S.E.P “this part of the mind map is to elaborate or discuss more in detail about the already stated events or ideas mentioned.”  S.E.R. “ Elaboration means to add details to an idea or topic”  S.E.R. “This part of your mind map does have to be in full sentences it cannot just be one word answers or short phrases. They need to be full sentences because this will help when transferring our ideas from the mind map to actually writing our essays.”    S.E.R. “A concluding sentence is the final sentence of an essay”  S.E.R. “It should restate the main idea of the essay or paragraph and should not introduce new information.” |
| Differentiation: giving the students fill-in-the-blank note sheets will allow them to keep up with the teacher easily and will give them something to refer back to when they are filling out their own mind maps. | | |
| Guided Practice | Teacher Will:  Hand out a blank mind map to each student and keep one for herself. The teacher will then say “On your individual white boards table group 1 write out what brainstorming is, table group 2 write out why they are important and table group 3 the parts to the mind map. You have 5 minutes begin. Put your markers down when you are done so I know you are ready.   * When the students finish have each table group share what they came up with and then have the whole class repeat it so they are responsible for learning and remembering the information as well.   Say “For now we are going to brainstorm our favorite movie. Now if we are discussing our favorite movie, what is that known as and where do we put that in the mind map?” The teacher will pull popsicles sticks with names to answer the questions given.  Say “Great job on remembering what the topic of discussion is called and where we put it. Everyone put the title of your favorite movie in the topic part of your mind map.” The teacher will once again fill hers out with the doc cam.  She will fill in Mulan for her favorite movie. “Now what information should I add to my mind map? What did I add to the mind map for my favorite vacation? Turn to your shoulder partner and tell them the next piece you should add to your mind map. After you discuss it with your partner I want you to take 5 minutes to fill in the next part of the mind map.” Teacher will walk around the room and make note of students who answer the question correctly, look at the thesis statements being created, and will call on those students who were doing it correctly to bring the group back together again. Ask “what is the next piece I should be filling in?” and ask three students who you noted writing strong thesis statements to share theirs.  Say “Ok I have my thesis statement now I need to plug in my ideas or events. Where do I get those from?  “yup, that’s right. So if my thesis statement was ‘my favorite movie is Mulan because it is funny, it shows the importance of family, and because it shows girls can do athletic things as well as boys can what will my ideas be for each of my paragraphs?” That’s right! You have three minutes to fill in your paragraph topic ideas, go. When you are done write them on your white boards and hold them up for me. Teacher will note those who have this step down and those who seem to be struggling based on their white board answers to pull a quick reteach.  Ask “is that it? Am I done, can I move on to my concluding sentence now?”  “Yup! I want to see nice, fluent sentences that make sense for this part of your mind map. Remember this will help you when you go to write out your essay or paper. You have seven minutes to come up with three supporting details that elaborate your paragraph ideas. Put your pencil down when you are done so I know you are ready to move on.” Walk around the room and ask prompting questions such as “whats your favorite part of the movie? Who is your favorite character? Do you like the movie because it reminds you of something in your life? Is your favorite actor in the movie?”  When all students appear to be done ask “Everybody, what is the last thing I need to do to my mind map?  “What should my concluding sentence contain?”  “That’s correct! You have three minutes to come up with your concluding sentence, refer to your notes if you can’t remember what it should contain. Begin!” when it looks like all the students are done use the random generator to pull three names to share their sentence. | | Student Will:  S.E.R. “The process of thinking of ideas and details.  S.E.R. “Mind maps are important because they help us create or generate ideas of what we are going to write about. Brainstorming maps are tools to help us visualize different ideas, details, and thoughts that are connected to a main idea and are important they help us visually see what information we will be including instead of just thinking about it in our heads.”  S.E.R. “The parts of the mind map we will be working with are the topic, thesis statement, ideas or event boxes, supporting ideas, and a concluding sentence.”  S.E.R.is “That is called our Main idea or our topic.”  S.E.R “the next piece we complete on the mind map is the thesis statement.” Students will take a few minutes to create a thesis statement that correlates with what they will be discussing in the remaining part of the mind map.  S.E.R. “You get your ideas to write about from your thesis statement.”  S.E.R. “Mulan is funny will be one paragraph, Mulan shows the importance of family will be another paragraph topic, and Mulan shows girls can do athletic things as well as boys can will be another topic for a paragraph.”  Students will write out paragraph topics or ideas on mind maps and then on white boards for the teacher to see.  S.E.R. “No, we need to elaborate or discuss in further details the idea we just stated.  Students are filling in their supporting details.  S.E.R. “Write a concluding sentence.”  S.E.R. “your concluding sentence should restate or summarize the main idea of the paragraph or essay. Ideally, it should be a strong ending statement, and should not introduce any new information or ideas.”  Students are writing their concluding sentences and then sharing them if called upon. |
| Differentiation: if a student does not have a favorite movie they can choose to brainstorm the ideas of their favorite book instead. As previously stated the students who struggle can refer back to their fill-in-the-blank notes to help them complete their mind maps. The teacher will be circulating asking prompting questions to guide the students along on their mind maps. | | |
| Independent Practice | Teacher Will:  What have we been discussing today? Why is this important to discuss?  The teacher will hand each student a blank mind map. The teacher will say “Now it’s your turn to show me you know how to fill out your own mind map on your own. For this mind map I want you to discuss what you did over Spring Break. Fill out the entire mind map and turn it in to me when you are done.  The teacher will walk around the room to prompt students in what to do to fill out their mind map. She will ask questions such as:   * What is our topic? * What did you do over spring break? * Did you have fun or was it a boring sprink break? * What made it fun or boring? * If you didn’t do anything why didn’t you do anything? Was there things you did but didn’t want to do like chores? Did you get in trouble? Where would information like this go in the mind map? * If you had fun where did you go, who did you see, what did you do? Where would information like this go in the mind map? * Where do we need to include in the concluding sentence? Can we just say spring break was boring or spring break was fun? What information do you need to include?   + Note those students who really seem to be struggling with this process to pull for a small group reteach during social studies | | Student Will:  S.E.R. “The process of thinking of ideas and details and Brainstorming charts or Mind maps which are tools to help us visualize different ideas, details, and thoughts that are connected to a main idea.  The students will choose what they did over spring break and will fill in the necessary and crucial information that makes up the mind map. |
| Differentiation: The word web gives students who benefit from visuals a chance to succeed in the brainstorming process. The students can use their notes to fill in their maps and ask the teacher questions if they need help during the process. | | |
| Closure/Lesson Summary: The teacher will once again ask the students what brainstorming is, what a brainstorming map is, what a main idea is and why they are all important. The teacher will choose popsicle sticks with students names on them to choose who will answer the questions. The teacher will end by making corrections to any answers given in the class discussion. | | | |

As a whole, Mickey did a wonderful job throughout the lesson. He followed along with the fill-in-the-blank notes that were handed out to the students as a guide for following along with the teacher. When monitored closely during the guided practice part of the lesson, Mickey was able to fill in his mind map with confidence although his sentences were not complete or fluent enough to be considered mastery or exemplary. Once I handed out the blank mind maps to the students to have them fill in for the independent practice portion of the lesson, Mickey’s willingness to work hard began to diminish either out of boredom or being overwhelmed by the amount of material to be completed. It was at this point that Mickey’s sentence composition skills became even weaker than before and were beginning to resemble short phrases instead of complete sentences. Looking back on the lesson, I should have given Mickey a specialized mind map with supporting cues that would support his efforts to complete the mind map. Next time I will try, as the journals I reviewed suggested, doing the planning process using a word processor instead of pencil and paper. Using a word processor will help the student and me by having clear writing to work with instead of poor penmanship. With more direct and explicit instruction in planning out the writing process and using technology such as word processing systems I believe Mickey’s sentence composition and ultimately his writing skills as a whole grow by leaps and bounds.

Results and conclusions

Over the course of the past four months I have come to know Mickey as not only a hardworking 4th grade student, but a fun-loving, smart, and interesting kid. Mickey shows great dedication, perseverance, and willingness to try at every subject in school, even the ones that are difficult and sometimes nearly impossible to grasp. Throughout all my experiences with Mickey I never saw him give up or quit an assignment or project despite his consistent confusion and difficulties with it. Mickey will continue to receive supported and consistent accommodations and modifications in the areas of oral expression and sentence composition from both this general education and special education teachers to help in his journey through school. The information and suggestions gained through reviewing various journals have been shared with all of the professionals who work with Mickey on a daily basis to provide new research-based ideas to boost the areas where Mickey continues to struggle. As evidenced through the results gained in the lesson implementation, Mickey is capable of creating clear and fluent sentences and writing but requires the use of guiding materials such as fill-in-the-blank notes, mind maps, and the use of technologies such as word processing systems. With continued, consistent support from Mickey’s teachers, peers, and family Mickey’s confidence in his abilities will grow and will begin to show in his work. Mickey’s teachers for the remainder of this year and the years to follow will need to constantly apply researched based practices to his repertoire of activities and supports to encourage growth and improvement in the areas that have room for improvement. With the previous suggestions and support implemented , I have no doubt by the time Mickey’s next annual IEP meeting occurs that great strides and improvements will be seen and celebrated.

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